

TAB

25 YEAR RE-REVIEW

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Chief Instructor's Comments

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1. Intelligence Techniques Course No. 38 ran from 24 July to 11 August, 1967. This class included [] Career Trainees, [] of whom were internals, and [] recruiters.

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Innovations and Revisions

2. Course materials this running included much that was new. The entirely new Current Intelligence Digest and Summary exercises required analysis of documents relating to recent events in []

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The handling of the Requirements Exercise was altered to permit more time for classroom discussion.

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Student Performance

3. Despite compression of the course schedule, which resulted from the inclusion of five and a half more hours of map reading and four more hours of [] and which necessitated considerable student overtime, the CT's bore up well under pressure and achieved the commendable overall class of "P plus." A comparison of data on [] students whose performance was below (P or P-) the class average with that of the [] above average (S-or S) students follows:

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No discernable correlation appears between student performance and the size or prestige of the college attended, or with status as "internal or "external."

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Student Reaction to the Course

4. Student reaction, as evinced both in the spirit of the students during the course and in their post-course critiques, was highly favorable. Typical responses to the first question (How well have the stated goals of this course been satisfied?) on the critique form were: "We have received a good idea of what goes on in the various offices of the DDI"; "...extremely well"; "...course proved extremely interesting, informative, and tiring"; "...a well-rounded familiarization with techniques of intelligence production"; "Very well, but the pace is deadly"; "excellently"; "I'm not sure what the stated goals of the course were; however, I feel that it was particularly valuable to me personally." Only one response to this question was flatly negative: "Frankly, no. I know very little more about the production of any individual report." But this student concluded, under "Other comments": "If nothing else, I learned something of CIA practice in writing reports." Additional "Other comments" were: "The faculty and assistants were most helpful and professional. I profited greatly." "This is the best course that I have had while in the Agency--the past five years. I enjoyed it tremendously." "Overall, I was quite impressed with our section leaders--whose criticism, though not always kind, was usually valid and extremely helpful. I feel I have learned a great deal in a short period of time." "Critiques were useful and enabled us to improve our performances on subsequent exercises."

Student criticisms were directed mainly at the scheduling of the second week of the course--too many major exercises requiring excessive night work, and too little time for satisfactory performance in the programmed map reading segment.

Deletion of the Map Reading Program from the ITC

5. The revised topographic map reading program, was given to the class with the expectation that it be completed (in the last two ITC groups only four hours was scheduled, and most students finished only half of the program), and was followed by a 1.5 hour final examination. The final exam and student critiques demonstrated that the program was successful in teaching the basic of topographic map reading. However, this portion of the course differed from all other parts in that its objective was to teach a skill, whereas the over-all course objective is familiarization with intelligence techniques and with the work of the Directorate of Intelligence. Therefore, the programmed map reading was eliminated from ITC #39.

This decision was also based on several other considerations: The ITC #38 schedule was too tightly packed, so that during the second week students were spending almost every evening working on exercises, with no time between exercises to digest the experience. In addition, several students, in their critiques at the end of the course, noted that the map reading was not in consonance with the over-all course objective.

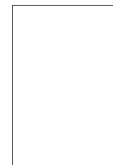
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We have no plans to develop a map orientation exercise or lecture for future ITC's. The reason is that little can be gained from an orientation without going into some of the difficult basic skills involved in map reading. This differs from photo interpretation where a short period of skills training can be followed by instructions that the student need not normally do photo interpretation himself, but can call on the skilled photo interpreters in the Imagery Analysis Services. By contrast, there is no such service on interpretation of maps available to professional personnel, although certain types of map questions will be answered by the OBI Map Library and by the OBI Geography Division professionals.



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